

# St Pauls Sunbeams Pre-School

St Pauls Church Hall, Hamlet Road, Upper Norwood, London, SE19 2AW

<b>Inspection date</b>	16/09/2013
Previous inspection date	18/04/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Children benefit from a welcoming, inclusive setting. They have access to a wide variety of resources and play materials that support their learning and development.
- Staff plan and provide a wide range of interesting activities and experiences for children.
- Staff work closely with parents and keep them well informed.
- The management team are committed to continually developing the provision and take effective steps to address any areas for improvement.

### It is not yet outstanding because

- Children do not currently have access to a wide variety of everyday technology resources, such as cameras, in order to support their understanding of the world.
- Staff have not fully developed strategies for including the views of parents in their self-evaluation process to help drive improvement in the quality of the provision.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed children taking part in activities indoors and outside.
- The inspector had discussions with the management team and staff.
- The inspector sampled records including children's files, planning, self-evaluation and staff suitability records.
- The inspector completed a joint observation with the manager.
- The inspector spoke to parents at the setting and took account of their views.

## Inspector

Rebecca Khabbazi

## Full Report

### Information about the setting

St Pauls Sunbeams Pre-School registered in 1993. It is a committee-run pre-school. It operates from a community hall on church premises in Upper Norwood, within the London Borough of Bromley. There is a fully enclosed outdoor play area.

The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is open from 9.30am to 12.30pm each weekday during term time. The pre-school takes children aged from two-years-old. There are currently 25 children on roll, who are all in the early years age range. The pre-school receives funding for the provision of free early education for children aged two, three and four years. It supports children who have special educational needs and/or disabilities and those who speak English as an additional language.

There are six members of staff who work with the children. Of these, four members of staff including the manager have relevant qualifications at level 3. There is one member of staff who holds a qualification at level 2 and one staff member is currently working towards a qualification.

### What the setting needs to do to improve further

#### To further improve the quality of the early years provision the provider should:

- increase opportunities for children to use everyday technology, such as cameras and CD players, to further support their understanding of the world
- develop strategies for including parents' views in the evaluation of the pre-school.

## Inspection judgements

### How well the early years provision meets the needs of the range of children who attend

Staff welcome all children into the pre-school. They gather detailed information about each child's background, needs and starting points. For instance, they ask parents to fill out registration and 'all about me' forms and they talk to them while children settle in. This helps ensure staff can provide all the support children require and they get to know them well. Staff show a good understanding of how to support children's learning through play. They make regular observations of children's achievements and use these effectively to identify next steps and plan activities that build on children's knowledge and skills. As a result, children make good progress in their learning. Staff keep parents well informed on

a day-to-day basis. They talk to parents every day and provide them with regular progress reports. They encourage parents to share information from home. For instance, by providing a sheet to fill in with their child about what they did at the weekend or a 'maths box' with suggestions for home-based activities. This approach effectively involves parents in their child's learning.

Staff plan and provide an interesting, varied curriculum so that children benefit from a balance of indoor and outdoor activities and experiences. They help children develop a range of useful skills that prepare them well for the next stage of learning and for school. Children listen attentively at circle time and play well with their friends. Staff promote their language and communication skills effectively when they talk to them as they play, which encourages conversations and starts discussions. They successfully engage children's interest when they change their voice to play the different characters in a story, or encourage children to share their ideas about what will happen next. Children demonstrate their understanding of the story when they confidently decide that it would be useful to have a torch with them if they went on a bear hunt, as well as a boat to cross the water. Staff support children who speak English as an additional language appropriately, for instance they find out key words from home and incorporate their home language into the pre-school as much as possible.

Staff support children's understanding of size and capacity as they play in the water tray, talking to them as they fill different sized containers with coloured water. They encourage children to experiment with the funnel and give them time and space to work things out for themselves. Staff build on children's interests and stimulate their imaginations when they suggest they mend their broken car in the garage, providing them with tools and equipment to extend their game. Children use some resources, such as torches and magnifying glasses, but do not currently have access to a wide range of everyday technology resources, such as cameras to take their own photographs. Staff encourage children to express their creativity as they cut and stick at the craft table. They make sure that children can easily access a variety of materials in the craft trolley to develop their own ideas and designs. Children are well occupied and stimulated throughout the session and enjoy their time at the pre-school.

### **The contribution of the early years provision to the well-being of children**

Children come into the pre-school happily. They make good relationships with staff and each other. Staff have a warm, caring approach and respond sensitively to children's needs. For instance, they provide extra cuddles and reassurance for new children. This supports children's emotional and physical well-being. Staff give calm, consistent support and guidance that helps children behave well. They remind children to be kind to each other and help them learn to share and take turns. Children quickly become familiar with the routines and expectations of the setting. They play well together and show care and concern for their friends. For instance, letting staff know if their friend is upset, or coming into the garden to remind them it is time to have a snack.

Staff set out the hall before children arrive, to create a welcoming learning environment.

Children choose from a good range of age-appropriate resources and play materials and grow in independence as they select things for themselves. Staff are vigilant in supervising children at all times and promoting their safety. They check the hall and outdoor area for hazards on a daily basis and make sure that the premises are secure. They supervise any visitors, such as parents, at all times and never leave them unattended with children. They help children gain an understanding of how to keep themselves safe by reminding them gently why they must not run inside and showing them how to use tools, such as scissors, carefully. Children take part in regular fire drills so that everyone knows what to do in an emergency.

Children's good health is promoted effectively. Children learn to manage their own personal needs when they wash their hands before snack time and after they use the toilet. They enjoy a choice of healthy options at snack time, such as crackers or carrot sticks and hummus. Children play outside every day as part of a healthy lifestyle and good use is made of the outdoor area for free-flow activities. Children have fun practising their physical skills as they ride bicycles or have a turn on the climbing frame.

### **The effectiveness of the leadership and management of the early years provision**

Effective arrangements are in place to safeguard children's welfare. Robust recruitment procedures ensure that staff are appropriately qualified and suitable to work with children. Staff have a good understanding of child protection procedures. They are aware of their responsibilities towards the children in the nursery and know what steps to take if they have concerns about a child's welfare. A thorough induction process is in place to ensure staff are familiar with policies and procedures. All required documentation is in place and records are stored securely and kept up to date. The management team monitor staff performance effectively through regular supervision, annual appraisals and staff meetings. Staff attend local courses and managers also arrange regular in-house training to further develop and extend staff's skills. This results in a well-trained and supported staff group.

Staff show a good understanding of the learning and development requirements. They adapt activities where needed to ensure all children can take part and benefit from an enjoyable experience. For example, they provide an alternative activity to a large group session for some children where appropriate. The management team are committed to continuous improvement and they monitor the provision closely. For instance, checking children's files regularly and evaluating plans and activities. They take effective steps to address any areas they identify for development. For example, they have recently reviewed the organisation of resources and introduced trolleys for discovery and maths equipment. As a result, children can now help themselves to these resources whenever they wish to, in order to extend their play.

Staff work closely with parents and are keen to involve them further in the pre-school. They have developed clear systems for gathering information from parents about their child's achievements. However, at the moment, staff do not routinely gather feedback from parents about the pre-school as part of their self-evaluation process, in order to

include their views. Parents comment that staff are friendly and approachable. They are pleased with their child's progress and feel that staff keep them well informed. Parents have access to a range of useful policies and procedures and other information about the pre-school. They are also kept informed through newsletters and notices. Staff build effective links with other settings that children attend where this applies. They make links with schools that children move on to, in order to help ensure a smooth transition. Staff also work closely in partnership with other professionals and agencies where necessary, such as if children have special educational needs or a disability. This ensures children experience a consistent approach to their learning and care.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	137361
<b>Local authority</b>	Bromley
<b>Inspection number</b>	933743
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	26
<b>Number of children on roll</b>	25
<b>Name of provider</b>	St Paul's Pre-School Committee
<b>Date of previous inspection</b>	18/04/2013
<b>Telephone number</b>	020 8249 2751

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools



and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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